

## Training, Inc. Essential Practices *Strategies for Success*



### WORKPLACE SIMULATION

1. The program environment models a professional workplace as much as possible.
2. Staff-participant relationships model those of the supervisor-employee.
3. Expectations are those of the workplace, in terms of dress, attendance/punctuality, human relations, and productivity.
4. The language used is the terminology of the workplace, not the classroom.
5. Learning happens more by doing and sharing with others than by listening.
6. There are feedback mechanisms similar to those of the workplace – goal setting/objectives, performance ratings, special rewards, docked pay, probation, etc.
7. There are frequent occasions to “hear it from the source” through direct interaction with both employers and grads who are employees.
8. There is a simulated business experience that offers trainees the chance to work together in teams and to be responsible for work in the context of a larger company work flow.
9. Participants learn to work with and value their team’s diversity of experience, perspective, and style.
10. Company internships provide additional real-world experience and feedback.

### LEARNING ORGANIZATION

1. There is a shared, fundamental belief in the potential of each participant to win on their journey to self-sufficiency.
2. Staff are attuned to the principles of “imaginal education”, looking at what images may deter participants’ success and what new messages can help those images to change.
3. There are frequent opportunities to “stop the action” to de-brief and reflect on experiences, glean as much learning from experience as possible.
4. Participants and staff alike have ongoing occasions to define their vision and plan for the future, including a plan for developing additional skills.
5. There is regular tracking and celebrating of results and progress – both for participants and all staff.
6. There is a whole person approach which focuses on the personal and family obstacles that could block career success – through special workshops, individual counseling, and referrals
7. There are peer support teams and regular support events, providing both encouragement and accountability for staying on the journey.
8. Volunteers provide one-on-one mentor support, helping participants understand the expectations of the workplace and offering suggestions and support in meeting challenges.
9. Activities accommodate different learning styles, and participants know how to manage their own learning.
10. There is a process in place for documentation and sharing of learnings about curriculum and administrative functions.

### COLLABORATIVE PARTNERSHIPS

1. There is a clear sense of teamwork with employers, who are involved in hiring, providing training experiences, advising curriculum, and volunteering as mentors or tutors.
2. There is regular communication with case managers, referral sources, and employment supervisors concerning participant progress as well as problems that may be developing.
3. There are linkages with educational institutions that can assist with additional skill building.
4. Community service providers are an integral part of the team, assisting with issues that affect success.
5. Volunteers from faith communities, service clubs, or professional organizations – including graduates - provide additional help with mentoring or tutoring.
6. The program actively participates as an affiliate member of the Training, Inc. National network.